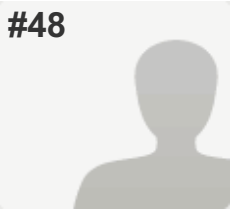


#48



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Friday, May 20, 2016 3:00:38 PM

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Time Spent: Over a month

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Q1: Name of School District:	Pella Community School District
Q2: Name of Superintendent	Greg Ebeling
Q3: Person Completing this Report	Lowell Ernst

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Q4: 1a. Local TLC Goal

Hire, develop, and retain high quality teachers.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

a. Evaluation data on our redesigned mentoring and induction program - Interviews will be conducted with all new staff members during the first and second quarters to evaluate their experience with mentoring and induction. Data will be used to differentiate for the needs of staff.

- This data is qualitative and indicated that we would benefit from having more mentoring sessions where the mentor and mentee are at the session at the same time. We will make a change in this for the 16-17 school year by increasing the number of training sessions that take place and by changing the time of day when they occur.

b. Job satisfaction surveys - The Gallup organization has researched the workplace elements that cause people to stay with or leave an organization. We will administer surveys on these elements twice per year to gain a perspective on the needs of our staff.

- These data indicate that the questions on having a friend on staff and having a clear role on the staff have a great deal to do with retention. This has led to a purposeful plan to also meet the social-emotional needs of staff members as they become part of our staff.

c. Staff retention - We will develop trend line data to determine the percentage of our staff that are retained on an annual basis. Our goal in this area is 95% retention.

- Our staff retention rate slipped to 85.56% this year but that is mainly due to an early retirement incentive package that was accepted by 18 staff. Five left of another teaching job alone and three left due to family moves. Without the retirements our retention would have been 95.56.

d. Exit surveys - These surveys will include a formalized process to learn from those who do choose to leave our district.

- Exit surveys indicated that almost all were leaving for geographic reasons to be closer to family.

Q7: 2a. Local TLC Goal

Goal 2: Grow and nurture the instructional skills of the existing staff through shared leadership, coaching, and collaboration

Q8: 2b. To what extent has this goal been met?

(no label)

Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

a. Professional Development surveys - We will administer a survey at the end of each semester that looks at the impact of our PD on classroom practice. This survey will help us to adjust our course to maximize the impact of our weekly collaboration and PD sessions

- Our PD survey indicates the following:

96% are using what they have learned in classroom practice

86% see an impact on student performance

88% see an impact on professional collaboration

b. PLC evaluations - PLC's will have a continuous feedback loop through their leaders and the Instructional Coaches to evaluate their effectiveness at helping professionals grow in their skill base.

PLC leaders and Coaches have received favorable feedback on surveys used to gather qualitative data on their influence on professional growth. These surveys have shown increased trust from the staff in the roles of these leaders.

Q10: 3a. Local TLC Goal

NA

Q11: 3b. To what extent has this goal been met?

Respondent skipped this question

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

NA

Q13: 4a. Local TLC Goal

Goal 4: Increase the percentage of students who demonstrate academic proficiency

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

b. Standardized testing results - The IA Assessments and their replacement will be used to look for growth in proficiency.

- IA Assessment results indicate that we raised overall proficiency of our FAY students in each of our district goal areas. This was highlighted by our 11th grade students who were over 93% proficient in each area.

We will also analyze additional screening data from STAR Math and Reading and FAST data.

- These data all showed positive growth as well:

FAST - 86% proficient at 3rd grade

- 95% who were proficient stayed that way

ACT - 23.8 composite average

STAR Math - 86% proficient at 5th grade

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Goal 3: Increase each student's ability to think at complex levels

Q17: 5b. To what extent has this goal been met?

(no label)

Somewhat Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

a. Cornell Critical Thinking test - Students in grades 4-8 will take the Cornell Critical Thinking Test to evaluate growth in this area. This will be combined with AIW student work scores to measure growth.

- Growth in this area is one year behind due to the reporting cycle. The 4th and 5th grade data looks strong as this is where we have focused our efforts. MS and HS data is still leveling off. Our implementation of NGSS should impact this in the future

b. Walk through data - The Conditions for Complex Thinking template will be analyzed for the prevalence of these conditions being created in our classrooms. Growth will be analyzed on a system basis.

- Data from our walk through observations showed an increase in substantive conversations at the beginning of the school year but a leveling as the year went along. Our PD focus this year will be on substantive conversations and the focus on higher level questioning that it takes to foster those conversations.

Q19: 6a. Local TLC Goal

NA

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

NA

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We are making changes to our Mentoring and Induction plan to continue to improve our retention. This includes teaching skills but it will also focus on meeting the social emotional needs of new staff members.

Our PD plan will also focus on complex thinking at the secondary level. We have made progress here but we see evidence that a more directed effort yields results.

Our elementary PLC leaders will also be undergoing more intensive training in how to lead PLC's. This should help them better stick to protocols and make an even larger difference in student achievement.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Our K-6 curriculum leads in science and social studies have led their colleagues in writing their own curriculum that aligns with ongoing work with NGSS and the C3 framework. The science lead will conduct a week long training in the Science Writing Heuristic during the first week of August to launch us down this road. He has already worked with the instructional coaches to lead a year-long pilot to prepare for this.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.